PROJECT OVERVIEW

Project Name	Visit Indiana: 4 th Grade Social Studies Curriculum Resource		Duration:	5-6 Weeks				
Subject Areas	Social Studies, Reading, Writing, Science, Math Grad			el: 4 th Grade				
Scenario	families that havtravel es makes it	economy are finding it difficult to identify mea we educational, social, economic, culto expenses continue to increase (hotels, t difficult to find affordable outlets fo ses in Indiana are challenged to make	ural and his airfare, gas r leisure tin	torical value; , food) which ne;				
Driving Question	How can teachers provide a meaningful educational experience and, at the same time, aid students in becoming "Indiana travel agents" of a sort by teaching them about Indiana travel destinations and encouraging intrastate exploration?							
Sub Questions	Geography → How is the travel industry in each of Indiana's regions influenced by geographical landforms/features? Economy → How are businesses affected or could be affected by economic fluctuations? History → What historical significance do Indiana's regions have and how do they influence the travel industry? Climate → How are travel destinations affected by Indiana's seasons and weather patterns?							
Major Products &	Group:	Voice Thread for individual counting	es or Pres e	entation Audience				
Outputs		groups of counties		Class				
		 QR Code displayed on each 	Х	School				
		 county linking to Voice Threa Super-sized Indiana travel map 92 counties All major roadways, bodies of water, fields, forests, and citical represented 	f es	Community				
		 Created accurately and to sc Print or digital brochure 	ale					
	Individual:	Print or digital brochureProject essayIndividual's teamwork component		Experts				
	Individual:	Print or digital brochure Project essay		Experts Web				

PROJECT OBJECTIVES

Math

- Students will read, write, and round whole numbers and decimals.
- Students will use standard algorithms for repeated addition and multiplication.
- Students will use standard algorithms to add and subtract decimals to the hundredths place value.
- Students will recognize the advantages of exact solutions and approximate solutions.
- Students will measure length to the nearest quarter-inch, eighth-inch, or millimeter.

Reading

- Students will refer to details and examples from a text when explaining what the text says exactly and when drawing inferences from the text.
- Students will determine the main idea of a text and describe how it is supported by key details; summarize the text.
- Students will interpret information presented verbally, visually, or numerically.
- Students will explain how an author uses reasons and evidence to support a certain point of view in a text.

Science

- Students will investigate the effects of weather and climate on travel.
- Students will identify typical weather patterns and climate; they will explain how those trends can predict the weather.
- Students will investigate how geographic and geologic landforms were formed (e.g., hills and valleys in southern Indiana, caves in Marengo and dunes along Lake Michigan, etc.)
- Students will explain how glaciers shaped Indiana's landscape and environment.

Social Studies

- Students will interpret timelines that illustrate the history of Indiana.
- Students will determine the difference between a fact from opinion and fact from fiction in historical documents in order to identify the central idea each document addresses.
- Students will use primary and secondary sources and online source materials; they will construct a brief narrative about an event in Indiana history.
- Students will use latitude and longitude to recognize features of Indiana.
- Students will estimate distances between two places on a map, using a map scale.
- Students will find specific locations on a map, using a map grid and cardinal/intermediate directions.
- Students will locate Indiana on a map as one of the 50 United States.
- Students will identify and label the location of the state capital, major cities, rivers, lakes, natural resources, crop regions, and significant landmarks on a blank map of the state.
- Students will map and describe the major regions of Indiana.
- Students will describe the importance of major transportation routes during the exploration, settlement, and growth of Indiana.
- Students will recognize that prices change as a result of changes in supply and demand for specific products.
- Students will identify entrepreneurs who have influenced Indiana and the local community.
- Students will define profit and describe how profit is an incentive for entrepreneurs.

Writing

- Students will construct an informative text to examine a specific county (or group of counties) in order to communicate ideas and information clearly.
- Students will create an opinion piece about their county (counties) that supports a point of view with reasons and information.
- Students will use detailed word choice and content-specific vocabulary.
- Students will develop the topic using facts, definitions, concrete details, quotations, and examples related to the topic in order to support the point of view.
- Students will create a cohesive text linking ideas within categories of information using transitional words and phrases.
- Students will provide an introductory and concluding statement.

PROJECT OUTLINE / ACTION PLAN

PBL Phases	Action Step	s							
Introduction	Entry event Letter, guest speaker, or video from Indiana Office of Tourism Development asking students to help promote tourism in Indiana. Specific details will be determined								
	upon confirmation.								
Driving Question	 Questions to be answered by the end of the project and questions to be addressed within the project Driving Question: How can teachers provide a meaningful educational experience and, at the same time, aid students in becoming "Indiana travel agents" of a sort by teaching them about Indiana travel destinations and encouraging intrastate exploration? Sub Questions: Geography → How is the travel industry in each of Indiana's regions influenced by geographical landforms/features? Economy → How are businesses affected or could be affected by economic fluctuations? History → What historical significance do Indiana's regions have and how do they influence the travel industry? 								
	 Climate → How are travel destinations affected by Indiana's seasons and weather patterns? 								
Needs to Know Collaborate	Ongoing "Knows & Needs to Know" chart • Develop workshops mini-lessons • Informative writing Students will be placed into groups of 5-6 students within each classroom • Each classroom is assigned a region(s) within Indiana:								
	North	East	West	Central	South Central	South			
	Elkhart Fulton Jasper Kosciusko Lake LaPorte LaGrange Marshall Porter Pulaski St. Joseph Starke Steuben	Adams Allen Blackford Cass DeKalb Delaware Fayette Grant Henry Howard Huntington Jay Madison Miami Noble Randolph Rush Tipton Union Wabash Wayne Wells Whitley	Benton Carroll Clay Clinton Fountain Montgomery Newton Owen Parke Putnam Sullivan Tippecanoe Vermillion Vigo Warren White	Boone Hamilton Hancock Hendricks Johnson Marion Morgan Shelby	Bartholomew Brown Daviess Dearborn Decatur Franklin Greene Jackson Jefferson Jennings Knox Lawrence Martin Monroe Ohio Ripley Switzerland	Clark Crawford Dubois Floyd Gibson Harrison Orange Perry Pike Posey Scott Spencer Vanderburgh Warrick Washington			

PBL Phases	Action Steps
Collaborate	Within each classroom, student teams will be assigned a group of counties around
(cont.)	which to build a project/presentation
	Groups/teams establish a "Work Plan"
	Groups/teams create a "Collaborative Contract"
Workshops	Weather & Seasons
	Guest speaker – e.g., meteorologist
	Discuss weather and effects of seasonality on the different regions of Indiana
Workshops	Scaling
	Guest speaker – e.g., map industry related
	Map scales and features
	Math mini-lesson
Workshops	Geographical Features
	Identify land features common in Indiana
	Discuss land features found on maps
	Address types of maps
Workshops	Expository Essay/Persuasive Writing
	Persuasive language
	Writing paragraphs and essays
Workshops	Voice Thread
	Using clear and concise language to convey a message
	Following logical order with transitions
Workshops	QR Codes
	Connecting visual presentation of map with the oral presentation of Voice Thread
Inquiry	Investigate information/data needed in order to answer the driving question
	Build basic background knowledge with social studies textbook
	Write letters to request information that will be used throughout the project
Create	Students will integrate their voice & choice while completing the project
	Create a large map of Indiana that would serve as a local advertisement to
	promote tourism in Indiana
	Each student/group will have the shape of their counties:
	o Roads – Interstates 465, 70, 65, 69, 74, etc.
	Major Cities
	o Landforms – hills, fields, sand dunes, forest, caves, rivers (Wabash, Ohio,
	Tippecanoe, and White), etc.
	○ Buildings○ QR Code
	Presentation: <u>Voice Thread</u>
Revise	Students will review their project to make improvements and adjustments as
VEAISE	needed
Dracout	
Present	Students will present their projects to an authentic audience through their Voice Thread presentation
- C -	Thread presentation
Reflect	Students will reflect through self-assessments and debrief as a group, class, and (an area de level).
	and/or grade level

PBL Phases	Action Steps							
Assessments	Formative Assessments (During Project) Letter, guest speaker, or video from Indiana Office of Tourism Development asking							
	students to help promote tourism in Indiana. Specific details will be determined							
	upon confirmation.							
	Quizzes/Tests	X	Practice Presentations	X				
	Journal/Learning Log		Notes					
	Preliminary Plans/Outlines/Prototypes		Checklists	Х				
	Rough Drafts	Х	Concept Maps	Х				
	Online Tests/Exams		Other:					
	Summative Assessments (End of Proje	ct)						
	Written Product(s) with rubric (Paper):	Х	Other Product(s) or Performance(s)					
			with rubric:					
	Oral/Digital Presentation, with rubric (Voice Thread):	Х	Peer Evaluation (4Cs Rubric)	Х				
	Multiple Choice/Short Answer Test		Self-Evaluation	Х				
	Essay Test		Other:					
Resources	On-site People:	Community Resources:						
Needed	Fourth grade teachers	 Indiana Office of Tourism Development 						
		Local visitor bureaus						
		Map industry experts						
		Weather experts						
		Miniature model experts						
		Other media specialists						
	Equipment:	Group Map Project Materials:						
	Computers with Internet	Construction paper						
	Flip cameras	Poster board or other material						
	• iPads	Paint, markers, clay, etc.						
Reflection Methods	(Individual, Group, and/or Whole Class)							
	Journal/Learning Log	Х	Focus Group	Х				
	Whole-Class Discussion	Х	Fishbowl Discussion	Х				
	Survey		Other:					